**High School Principals**

**Monthly Team Meeting**

**November 25, 2013**

**4:00 p.m.**

**Room 14 – Administration Building**

**Guiding Question:** How do we become a Professional Learning Community (PLC) as we meet the five district goals and implement the 21st Century Model of Education?

**Long-term targets:**

* Be a professional learning community (PLC) by consistently and fully implementing PLC procedures and structures throughout the district
* Meet the five District goals
* Implement the MCPS 21st Century Model of Education
* Integrate the Montana Common Core State Standards in English Language Arts and mathematics across the district
* Collaborate with UM and other community stakeholders to implement goals of SHAPE P-20 grant

**Short-term targets for this meeting:**

* Review norms
* Develop a data inventory of our school
* Receive feedback and revise CCSS action plan
* CCSS Leadership Team training plus/delta

**Roles for this meeting:**

* **Facilitator/Time Keeper** - Mark
* **Agenda Setter**/**Note taker** - Heather
* **Reading** - Karen

**AGENDA**

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| **TIME** | **ACTIVITY** |
| **4:00-4:05** | Review and revise agenda **(Mark)**  Tom volunteered to develop the monthly high school principals/ERDs/coordinators meeting agendas. Time will be divided 50/50 for principal concerns that principals will develop collaboratively and district-level needs. |
| **4:05-4:10** | Reading  **(Karen)** |
| **4:10-4:15** | Review norms and reciprocal commitments **(Karen)** |
| **4:15-4:20** | What is a data inventory and why do we need one? **(Karen)**   * “big picture” of data collected in our schools * Data Wise example, p. 15-16 in old BLUE book * Data Wise example, p. 17 in GREEN book * Solution-Tree PLC example: [A Data Picture of Our School](http://files.solution-tree.com/pdfs/Reproducibles_LBD2nd/adatapictureofourschool.pdf)   **Complete a data inventory of your school collaboratively with your building leadership team.**  **Bring the completed inventory to *December 9th* K-5 Principal meeting.** |
| **4:20-4:50** | Common Core State Standards Action Plans **(Alanna, Kathleen, Ginny)**   * Use *Affinity Protocol* to share building level activities in CCSS action plans (Oct training through January training) * How are special education staff intentionally and purposefully learning about and integrated into your building-level CCSS action plan? * Review *Bloom’s Taxonomy*: for each of your building-level activities identify where on Bloom’s Taxonomy the activity fits.   + Are we asking our staff to develop knowledge (low-level) about CCSS,   + OR are we asking our staff to apply CCSS and change how they teach (high level)?   + What is your evidence? |
| **4:50-5:05** | CCSS Leadership Team trainings PLUS/DELTA **(Mark)**  **PLUS**   * Time for math department team to focus * Mindset * Focus on instruction – Algebra I activity/sorting activity * Team time to come up with action plan * Best so far - informative   **DELTA**   * Some time to focus on data do we need to look at (and how) to make placement decisions * Even more time for guided discussion – inquiry model (follow a “magic” trail to come to an ah ha)   Focus for January is possibly:   * More Mindset – instructing students * Assessment * 8 mathematical practices |
| **5:05-5:25** | Address other items from Parking Lot:   * Common course request model for students transitioning from 8th-9th grade: blended model that incorporates Q course requests, plus a hardcopy of alternatives in case of master scheduling conflicts in Q * 3 year math requirement – what does the 3rd year of math “look like”?   + Non-traditional options: Math 111 dual credit with Missoula College (Alan Pfister- HHS in collaboration with Joe Crepeau – MC)     - Does not require a master’s degree to teach the course – articulated credit only to be used in a technical certificate program – does not qualify as a four year college credit; Missoula College would like to provide a training for teachers who will be teaching this     - Business math as a future possibility? (accounting, consumer mathematics) could help with financial literacy     - Math topics: not rigorous, do not meet CCSS; remove from course catalog   + Traditional options: Algebra II, FST, Calculus and beyond   + Discussion about continuation of offering pre-algebra: proposal to offer Algebra I over 2 years, with Geometry, and 3rd year of math = 3 years of high school math credit (add to December agenda) * Presenters coming into the building to recruit students for activities that are not school-related (principals will follow-up with each other for further discussion) * SPED staffs are doing wonderful job of addressing monitor findings, including determining that monitors made errors – thank you (Ginny) * Others? |
| **5:25-5:30** | Plus/Delta   * What went well? What might we do differently? * How did we do with following our norms? |

**Affinity Process aka Lump & Clump**

* The group addresses one question or one issue.
* Each participant writes (usually brainstorms) one idea on a sticky note or note card.
* Participants place ideas on chart, wall, or flat space.
* The group categorizes topics and eliminates duplicates.
* Members name each category.

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